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A STUDY OF PHYSICAL EDUCATION IN THE GERMAN BOYS' HIGH SCHOOLS DURING
THE NATIONAL SOCIALIST ERA AND THE FEDERAL REPUBLIC ERA

A Thesis
Presented to
the Faculty of the Department of Education
Appalachian State Teachers College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Albert P. Matthews
July 1957

ERASABLE BOND
COTTON CONTENT

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CHAPTER I

INTRODUCTION

Among those who study German physical education with special interests in mind, there are many who want something more concrete than mere visual impressions of physical education in the German schools during the reign of Hitler, and the present Federal Republic.

The recording of the history of physical education in Germany up to the time of the third Reich is rather complete, however, there remains that period during and following the third Reich about which very little information pertaining to German physical education has been recorded. The National Socialist era was one of tight censorship, and very little material about the structure of the German schools left Germany. Information relating to present day physical education in the Federal Republic of Germany is scarce. This can be attributed to the reorganization of the school system that has been taking place since the fall of the National Socialist party.

Statement of the Problem. Because of the lack of compiled material denoting the emphasis Hitler placed on physical education, and because of the interest in the Federal Republic of Germany, it is the purpose of this study to compile and to show the role that physical education played in the building of Nazis, and the role it is now playing in the building of future citizens of the Federal Republic of Germany.

Procedure. The writer lived in Germany for three years and was employed in the American high schools of Stuttgart and Heidelberg as a physical education teacher. During this time material relating to post-war

German high school physical education and general education was gathered by speaking with German physical education teachers, and by observing German physical education classes in session. Some of the material was secured more recently by writing letters to various friends in Germany.

Little information pertaining to the Nazi era was gathered while the writer was in Germany. Most of the material of that day was either destroyed during World War II, or immediately following the war with the occupation forces burning and destroying all Nazi literature.

The Library of Congress, however, was used by the writer in obtaining micro-film on the official directive of the Nazi party about physical education in the boys' schools, and also on the official teachers' manual of the Nazi Ministry of Education. Other sources of information about the Hitler era and the Federal Republic were secured at the Appalachian State Teachers College library.

Some of the information about the present day system of education in Germany was obtained from Jan Ciolek, a foreign language teacher in Stuttgart, Germany. Ciolek also served as an interpreter for the writer while speaking with German physical education teachers.

CHAPTER II

REVIEW OF THE LITERATURE

The histories of Germany since the rise of Hitler barely mention German physical education. Nevertheless, a few of them have been helpful.

Ziemer,¹ has given one of the most complete pictures of the overall program of Nazi education, but even he devotes relatively little space to details of the in-school physical education program. His book, however, gives an excellent picture of the effect that Nazi philosophy had on education and the youth of Germany. According to Ziemer, Bernhard Rust, Minister of Education and Culture under Hitler, specified that five classes of physical education theory were to be held each week with practical execution every afternoon if possible. The theory taught in the classes was to be that which would give the students the desire to perfect their bodies so that they could be good soldiers of the Fuehrer. "Physical education, education for action, is alone worthy of the Nazi teachers' attention. All else can be dismissed as non-essential."²

Kandel³ devoted two pages to physical training. In these two pages, he disclosed the way in which the Nazis used physical education to circumvent the portion of the Versailles Treaty that forbade German youth to

¹ Gregor Ziemer, Education for Death (London: Oxford University Press, 1941).

² Ibid., p. 15.

³ I. L. Kandel, The Making of Nazis (New York: Teachers College, Columbia University, 1934).

engage in military matters.

The Versailles Treaty forbids German youth to engage in military matters, particularly to train with instruments of war. Hence limits are set for Gelandesport whose observance must be made the duty of all. There is, however, no prohibition against training German youth in the fundamental qualities of a man prepared for defense, with which no people with the will to live can dispense.⁴

Accordingly, physical education was to be pre-military training. Its aim was to have physical efficiency with a strong emphasis on military defense and preparedness.

In his one page on physical training, Mulhern⁵ merely reiterated Rust's basic philosophy that "loyalty, the spirit of sacrifice, strength of will, and resolution were among the traits to be developed" in physical education.⁶

Lichtenberger⁷ had a chapter entitled "Spartanism" in which he stated the aims of the physical education program in Nazi Germany. The following excerpts give an idea of what he included:

Through education it, The State, must teach the individual that it is not a pitiable but a deplorable misfortune to be weak and sickly.⁸

⁴
Ibid., p. 64.

⁵
James Mulhern, A History of Education (New York: The Ronald Press Company, 1946).

⁶
Ibid., p. 561.

⁷
Henri Lichtenberger, The Third Reich (New York: The Greystone Press, 1937), pp. 163-184.

⁸
Ibid., p. 158.

Hitler wants at least two hours a day for physical education and he is not satisfied with gymnastics alone. He calls for training in all sports, particularly boxing. It is necessary that the child should become strong, supple, capable of endurance and that he should have confidence in the defensive power of his own hands.⁹

.....

A lad who had distinguished himself in the Hitler Jugend, for example, would thus be able to count upon certain consideration in his final examinations.¹⁰

One paragraph of Pollock's chapter "Social and Educational Policy"¹¹ was concerned with the contribution of physical education to Germany's military might. The physical education program emphasized the training of the body and the development of the will to serve more than the training of the mind. In the one sentence devoted to teacher training, Pollock stated, "Teacher training has also been organized in such a way as to emphasize instructional methods at the expense of academic training."¹²

Holt¹³ portrayed the rise of the National Socialistic state, and of the methods used for the indoctrination of students and teachers. The teachers were expected to teach the students to have a strong Nationalistic

⁹
Ibid., p. 164.

¹⁰
Ibid., p. 169.

¹¹
James Kerr Pollack, The Government of Greater Germany (New York: D. Van Nostrand Company, Inc., 1938), pp. 165-170

¹²
Ibid., p. 169.

¹³
John B. Holt, Under the Swastika (Chapel Hill: The University of North Carolina Press, 1936).

fervor, a consciousness of their racial superiority, and the heroic spirit of self-defense. Physical culture was considered indispensable in laying the foundations for these teachings.¹⁴

Roucek¹⁵ related that physical education was considered a fundamental element of the national educational system by the Nazis. The playgrounds and the exercise fields were the training grounds for military virtues, and the school for state spirit. Physical education, as such, took a minor role in physical training classes as the major accent was placed on military training and Nazi principles.

Diem,¹⁶ the director of the College of Physical Education at Cologne was concerned with the history and philosophy of physical education in Germany. He was able to give a good picture of post-war teacher training. The teacher training institutions in Germany after World War II were faced with the problems of re-organizing their teaching staffs, their philosophies, and their training programs. They had to revive their old requirements and standards and again teach physical education as a basis of good health and good citizenship.

One of the best sources for information on physical education in Nazi Germany was the Richtlinien fur die Liebeserziehung in Jungenschulen¹⁷

¹⁴

Ibid., p. 111.

¹⁵

Joseph S. Roucek, "Subjugation of German Physical Education to German Fascism," School and Society, 38: 280-2 August 26, 1933.

¹⁶

Carl Diem, "Development and Aims of Physical Education in Germany," Journal of Health and Physical Education, 190: No. 6, June, 1948, p. 390 ff.

¹⁷

Richtlinien fur die Liebeserziehung in Jungenschulen (Berlin: Weidmannsche Verlagsbuchhandlung, 1937), Released by Dr. Bernhard Rust.

[Directions for Physical Education in Boys Schools]. This directive, put out by the Reich Ministry of Education and Culture, stated the purpose and aims of physical education and the way in which they were to be put into practice. It also contained detailed instructions on how classes were to be graded, and what was to be taught to each age group at certain times of the year.

A complete outline of all work done in the Nazi schools was set forth in the official teachers' manual of the Nazi party. Released by Rust,¹⁸ this information placed tremendous importance on education for power and Germanic culture.

Before we can have a new education of Might, before we can rightfully discuss a new system of culture, there must be a new order, a new regime inspired by the Will for Power and Might ...¹⁹

.....

For the first time in history a political system, the National Socialist System, has put the culture of a whole nation on an equal footing. This new culture is uniform, unified, and welded into a coherent whole, not by false interpretations of civilization, which classify human beings as "accomplished" and "not accomplished," but by a single faith: the faith of a nation in its own might, and in its Fuehrer!²⁰

A source of general information on education in the Federal Republic was recently written by Hylla and Kegel.²¹ Their booklet covered a summary

¹⁸

Erziehung und Unterricht (Berlin: Weidmannsche Verlagsbuchhandlung, 1938), Released by Dr. Bernhard Rust.

¹⁹

Ibid., p. 11.

²⁰

Ibid., p. 11.

²¹

Eric J. Hylla and Friedrich O. Kegel, Education in Germany (Frankfurt a Main: Hochschule fur Internationale Padagogische forschung, 1954).

of conditions in post-war Germany, the organization of the German school system, the progress that had been made, school buildings, financing, and other pertinent subjects.



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CHAPTER III

THE NATIONAL SOCIALIST ERA

A short-lived democracy came to an end in Germany on January 30, 1933, when Adolf Hitler became Reich Chancellor and the National Socialists Labor Party took control. Influenced by the era of the Reich and the National Socialists [Nazi party] a complete change took place in the physical education programs of its schools. The total program was to prepare its youth for war. As Hitler once said: "Through bodily strength and skill, the youth must recover faith in the invincibility of the nation."¹

Teachers were, of course, to be exponents of Nazi philosophy to the last shreds of their beings. They were to subject all students to a rigorous discipline and a severe training of spirit. They were not to hesitate to make the students hard in body and mind, through coercion if necessary.²

The personal value of a teacher was to be estimated not according to his educational background, but entirely according to his teaching success with the youth entrusted to him. New teachers were required to have had the experience of a labor service camp or a comradeship house; a qualification which has been termed the essential foundation of the German school system.³

¹ James K. Pollack, The Government of Greater Germany (New York: D. Van Nostrand Company, Inc., 1938) pp. 167-170.

² Gregor Ziemer, Education for Death (London: Oxford University Press, 1941), p. 21.

³ John B. Holt, Under the Swastika (Chapel Hill: The University of North Carolina Press, 1936), p. 115.

As respect for the Fuehrer and the Party stood first among the goals of education, the acquisition of knowledge was considered useless unless it led to a passionate devotion for the Party and to a strong desire to fulfill the Party's objectives.⁴ Therefore, the curriculum of the school system was re-organized along these lines by the Nazis.

History classes, held three periods a week, were used to teach "examples of heroic courage, comradeship, and fighting will for Volk and fatherland."⁵ The history student had to be filled with the desire to follow these examples.⁶

In biology the students were taught the concepts of racial purity, racial superiority, and any new racial concepts as the Party dictated them.⁷ The advice and orders that Rust gave to the Biology teacher was that:

In nature the fight for the survival of the fittest eliminates the weak and those unfit to carry on the race. The student of botany and zoology must be taught that this is the normal process in nature; must be made to realize the folly of the theory that there is equality anywhere in nature. He must understand that the civilized man has attempted to create for himself an artificial environment, to escape the eliminating process of nature. But the National Socialistic State, through its racial laws and its decrees governing hereditary health, has again permitted the law of survival to function properly.⁸

Geography was the study of lands to be conquered, while mathematics was a study of calculation and mapping.⁹

⁴ Mulhern, op. cit. p. 570. ⁵ Holt, op. cit. p. 112.

⁶ Loc. cit. ⁷ Ziemer, op. cit. p. 17.

⁸ Erziehung und Unterricht (Berlin: Weidmannsche Verlagsbuchhandlung, 1938), p. 111.

⁹ Holt, Loc. cit.

Physics and chemistry were applied to warfare. The principles of physics were applied to: the telephone, the Morse telegraph, throwing, and shooting. The principles of chemistry were used to teach defense against poison gas.¹⁰

Language and music were also used to direct the students attention to certain areas of Nazi beliefs. Dead languages were used to tell the tales of glorious Germans, and modern languages were used to point out the inequalities of the Versailles Treaty. Martial music and songs of the Party were taught in music classes.¹¹

Even though every class was used for the indoctrination of students, physical education was considered one of the most important subjects. As Rust said, ... "in Nazi schools the norm is physical education."¹²

AIM OF PHYSICAL EDUCATION

On May 24, 1933, Reichsportkomissar Herr von Tschammer u Osten, in cooperation with the Minister of Interior, decreed the directives which in the future were to be followed by German physical education instructors. Excerpts from his orders are as follows:

Physical education and sport are not for the enjoyment of private persons; physical exercise is rather a substantial part of the national life and the fundamental element of the national educational system. Physical education and sport must be deprived of all individualism and must become nationalistically popular... . For the male youth the playground and the field of exercise must become the training field for military virtues and the school for state spirit.¹³

¹⁰

Loc. cit.

¹¹

Loc. cit.

¹²

Ziemer, op. cit. p. 16.

¹³

Joseph S. Rousek, "Subjugation of German Physical Education to German Facism", School and Society 38: 280-2, August 26, 1933.

This was the beginning of a program that was in the eyes of the Nazis, the key to the indoctrination of school children into the Nazi party. Although the total physical education program changed overnight, it was not until 1937 that an official directive of the Nazi party, "Richtlinien für die Leibeserziehung in Jungenschulen,"¹⁴ [Directions for Physical Education in Boys' Schools], was directed to the schools by the Ministry of Education and Culture to be used as a course of study. Parts of it are transcribed as follows:

1. Physical education is a basic and unseparable part of the Nazi total education.
2. Goals and contents of this total education stem from the Nazi philosophy of life which recognizes in the community preparedness of being fit for military in the consciousness of belonging to a certain race. These are the maintaining and moving forces of a nation. The Nazi philosophy comprises people and state. It takes a man as a whole, to make him fit and ready for service in the community of the nation by developing all forces--those of the body, the soul and the mind.
3. In the frame of the total education, the physical education program has decisive importance for the education of the youth in school. Physical education is not a subject for mere training of the body, it is more educating through the body. It begins where the youth can be more easily educated through physical education because of the keen interest in sports, Turnen, and movements.
- ✓ 4. Nation, military, race, and idea of leadership form the landmarks for the practicing of physical education which therefore has four aims:
 - A. Physical education is preparing for citizenship. It requires of the student obedience in class, groups and teams, where he must subjugate himself as an individual to the good of the group. The developing of these characteristics of sportsmanship, team play, comradeship, chivalry, and discipline make him ready to accept his position in the community.

- B. Physical education leads the growing individual through planned development of the natural inclinations for activity and competitiveness in games to physical achievement. By this, basis is given for military service in the worthy use of leisure time.
 - C. Physical education, that is artful and rooted in national character, forms and develops the body and soul to be the bearer of the racial inheritance; it brings about sound views on bodily beauty and achievement through accustoming one to the sportsman-like way of life; it awakens and furthers in the individual and the group the knowledge of worth of their own race and takes a place in the cultivation of the race.
 - D. Physical education expects of the student courage, hardness, readiness, ability to make decisions and responsible actions within the framework of the group. Thus it creates the possibility of recognizing leadership ability and to further that ability through selection. Physical education is education of the will and of character.
5. The center of physical education is competitiveness not as the end but as the means. It must be in step with the bodily and spiritual development of the youth and also within his limitations, starting first from the unconscious and leading to combat through the conscious education of movement. Good form is the result and the outer expression of good achievement. The drill-like exercising of rigid forms for examination and demonstration purposes is not compatible with the aims of physical education. Demonstration in or out of school must be kept to the extreme minimum.¹⁵

ORGANIZATION OF PHYSICAL EDUCATION CLASSES

The children in the Nazi schools attended school six days a week. Monday through Friday they studied their regular curriculum along with Nazi ideology. On Saturdays, the Hitler Youth members spent ten to twelve hours with their organization; and the other students went to school to receive an undiluted political education.¹⁶

¹⁵ Richtlinien für die Leibeserziehung in Jungenschulen (Berlin: Weidmannsche Verlagsbuchhandlung, 1937).

¹⁶ Holt, op. cit. p. 119.

Physical education was taught for five hours a week in comparison to two for most subjects and four for German culture and English. Afternoons, whenever possible, were also used for physical education.¹⁷

The exercises taught in the physical education classes included the movement games: running, jumping, and throwing in their natural forms, and swimming. The other activities that were used in physical education were Turnen, sports, and play.¹⁸

1. Turnen is the center of all winter work. To it belong all exercise forms that are done in the gymnasium and on the Turnplatz or school yard to serve body training.
2. Sports emphasized in the summer include all exercises that are done mainly on the field and in the water.
3. Play includes, above all, team tournament games. They are pursued the year around.
4. In planning the exercises consideration must be given the development stages and the seasons of the year.
5. Planning considering the seasons requires the following:
 - A. The work of the winter half year falls into two work sections. The first part of the winter semester begins with a course in gym turnen. Running in the field and the woods and play are added. A Turn visitation is held at the end of December. [Schools are invited to perform and exhibit their talent] If the grouping of individuals into divisions becomes necessary, it should be done as soon as possible. The second part of the winter semester puts more attention and stress on increasingly difficult exercises. Again running in the field and play are added to supplement the program. The upper levels take up boxing. The winter work ends with a winter Turn-festival.
 - B. The summer semester puts stress on work in light athletics and on play. In the foreground is the big efficiency test in the light athletic contest and, if possible, in swimming. The end of the summer work is the autumn sports festival.

¹⁷

Ziener, pp. cit., p. 157.

¹⁸

Richtlinien für die Leibeserziehung in Jungenschulen p. 7 et seq.

- C. The seasonal plan for swimming conforms to the conditions for training. If there are training possibilities in summer and winter, swimming is to be performed the year around. If it can be taught only in the summer, it has priority over all other sports during the favorable months.
6. Every training hour starts and ends in formation giving the German salutation "Heil Hitler". Soldierly carriage and speech is a must in physical education.
 7. Special orderly regulation exercises should be done only occasionally and only as needed for physical education classes held out of doors.
 8. Physical education in the gym consists of precluding exercises (8-10 minutes), main exercises (20 minutes), and concluding exercises (10 minutes).
 9. The lesson starts with a little game and some exercises to limber and invigorate the body.
 10. The main part of the period is floor exercises, Turnen on the horse, leap frog, leap the horse, work on horizontal and parallel bars, climbing on ropes, and poles, and medicine ball exercises.
 11. The lesson ends with a run past obstacles of different kinds, or with a gym game contest.
 12. In special situations, physical education teachers may deviate from the sample structure of a physical education lesson.
 13. Physical education on the field is started with preliminary exercises of the general kind of body training and an easy run to warm up. Main exercises such as running, jumping, and throwing or other games follow.
 14. The length of time for physical education is, for all types of secondary schools, five hours weekly.
 15. To make the training in the game more intense, which rates special importance for its educational value, one type of game should be given preference in each season and the work rounded off with a contest or tournament.
 16. Handball should be played mostly in the summer time, and soccer in the winter.

17. A merger of several classes into one is permissible when the low attendance of the individual class jeopardizes the realization of the team spirit. A combination Turnen of several physical education classes is allowed only where lack of gymnasium facilities does not permit each class to have physical education separate.
18. For grouping of pupils in physical education, one must consider class union, the team and the division. In all these, the cultivation of team spirit should get special attention through contest-like exercises, usually at the end of the period.
19. In sports and games, as far as possible, the team form should be chosen, because in the team games the character forming powers of physical education are best developed.
20. The division form is used in Turnen. The division does not only serve to better performance, but at the same time it encourages mutual help and comradeship. Division Turnen on the third level can especially be executed in free form.
21. Judging second and third levels [grades seven through nine, and ten through thirteen] is done by:
 - A. Grading achievements in the prescribed exercises.
 - B. By rating personality.
22. When grading performance consider:
 - A. For light athletics and Turnen of the second and third level the examinations [achievement tests] are given. The rating grade of difficulty of the exercises for the age in question apply to the Reich average. The grades mean to the student that his performance is fitted into a pattern used on all of his age groups. The physical education teacher has the chance to compare the work of the class or school with the achievements required by the Reich.
 - B. For swimming on the second level, grades are to be taken from swimming ability, life saving, racing and free swimming. When given a certificate, one may omit the head dive from the one and three meter boards.
 - C. Grading accomplishments in games on the second and third level, is handled thus:

	Grade fraction.
Conduct in the team.	0 - 3
Control of ball [technique].	0 - 3
Control of game [tactics].	0 - 3

D. Total of the fractions constitutes the grade.

E. Boxing on the third level is graded as follows:

	Grade fractions.
Fighting composure.	$0 - \frac{3}{3}$
Technique.	$0 - \frac{3}{3}$
Endurance.	$0 - \frac{3}{3}$

23. Achievement grades on the four fields of physical education are not combined in a collective grade, but are listed separate on the report card.
24. In addition to these grades in the different fields, General Physical Efficiency, under a separate heading, mentions the teacher's impression of the physical aptness and performance of the student. Here are used very good, good, sufficient and imperfect.
25. In judging personality, the teacher considers character and physical condition or development. Character rating influences the performance grade because of the rating on teams and combat conduct in games and boxing.
26. The rating of personality, to be recorded, is independent of the performance and achievement rates. It should not be done schematically nor expressed in general terms. Instead the teacher should strive to give in a few sentences a clear picture of the student, to which certain merits or deficiencies could be added.
27. To judge the personality of the student justly, the teacher must first have a clear picture of his general physical condition, and he must know if any physical or character failure is caused by growth, disease, or unfortunate home conditions.
28. Grading the general physical condition should be done, if possible, in close work with the school physician by answering the following questions.
 - A. Is the boy severely retarded in general development?
 - B. Do his physical performance and disposition show endurance?
 - C. Is he in a phase of especially fast growth?
 - D. How is the muscular structure to be rated?

- E. How many days has he been absent for illness?
 - F. Has he a chronic ailment? To what degree is he handicapped by it?
 - G. Does he show signs of excess fatigue at the end of physical education class?
 - H. Is the general physical condition of the boy influenced by the home situation?
 - I. Do the shown accomplishments in the different exercises match the physical appearance or does the boy do more or less than would be expected?
29. If the teacher decides on lowered physical rating, the performance rating should be raised accordingly.
30. To judge character, the teacher should ask himself these questions:
- A. Does the boy enjoy the sport or is there a pronounced timidity of physical effort?
 - B. Does he show a firm composure and discipline?
 - C. Does he show endurance and severity toward himself under exertion?
 - D. Is he composed and chivalrous in play?
 - E. Does he show a fighting spirit in contests and boxing?
 - F. Is he quickly resolved and courageous when executing difficult and strange exercises?
 - G. Is he frank with teachers and his fellow classmates?
 - H. Does he love truth? Does he stand for his actions?
[Is he prepared to face the consequences] ?
 - I. Does he do assigned duties conscientiously? Can teachers and fellow students depend on him?
 - J. Is he a good influence on his fellow students? Is he responsible and independent?¹⁹

CONTESTS AND SCHOOL FESTIVALS

As in the American system competition was a highlight of the German physical education program. The German youth was to be given the opportunity to perform before the public. Intra-murals and inter-scholastic contests were a direct part of the physical education system. This directive specified how this was to be done.

1. Performance finds its glory in a contest that forces the individual to do the utmost in hardness, exertion, chivalry, and willingness.
2. The teachers task is to give the contest the form with the most educational value. As a rule, single combats or a team contest should be carried out.
3. All contests must evolve from the whole year's work, as special training is not allowed. Only thus a hurt [an accident] of physical education teachings is avoided.
4. The contest should take place as festivals of one or more schools. Inter-school competition should be done in collaboration with the local branch of the Reichbund für Leibesübungen [National League for Physical Education].²⁰

THE TRAINING OF TEACHERS

The teacher training program of the National Socialist was set up to insure all teachers of being good Nazis.²¹

A major requirement for entrance to a teacher training institution was a good record of party loyalty.²² Other requirements were proof of an Aryan origin, a record of military or party service, and the ability to give instructions in athletics, gymnastics, and popular sports.²³

The training received by the students included at least one year

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Richtlinien: p. 7. et. seg.

²¹

Ziemer, op. cit. p. 21.

²²

Mulhern, op. cit. p. 573.

²³

Kandel, op. cit. p. 90.

of the ideals of the Nazi party. After passing an examination in professional preparation, folk-culture, and race science, the student was given a position as a practice teacher and was enrolled in a seminar on education. At the end of the year, the student took an examination on professional subject matter. This subject matter included the method of training the youth in Nazi ideals.²⁴

Before they received their final appointments as teachers, students were urged to spend at least six months in a labor camp.²⁵

Physical education teachers could go on to one of the graduate schools for further training and indoctrination; however, only those who were determined Nazis were admitted to the classes in intensive training in physical education.²⁶

In the directive set down by the Ministry of Education and Culture, the following was set down and expected of physical education teachers who were already teaching in the high schools:

1. The physical education teacher has to be a model for the German youth in deportment, appearance and performance.
2. The physical education teacher's appearance in class must be suited to physical education.
3. Even in later years the teacher must keep fresh by working himself in order to be in a position to perform the exercises that he wants his students to execute.
4. He must have the fundamental thoughts of national socialistic education and must be familiar with the historical, philosophical and world conceptional foundations of physical education. He must realize that in physical education the whole being physical, mental, and social should reach the goal of education.
5. He must prepare his students via maturity, physical achievements, and performance for military service.

6. He must read the signs when physical education is taking too much of a boy or asking too little.
7. He must not violate his responsibility to the students in his trust. Above all he must take all precautions to avoid accidents, and he must know first aid.
8. He should keep close contact with the school physicians. At school inspections the presence of the school physician is desirable.
9. It is necessary that there be a regular exchange between home-room teacher, the physician, and the teacher of physical education on the observation of the students.²⁷

²⁷

Richtlinien: op. cit. p. 21-22.

CHAPTER IV

THE FEDERAL REPUBLIC ERA

After the armistice of 1945, German public education had to be reorganized and rebuilt. It was not possible to start off with a completely Americanized or modern system because of the absence of a reasonably defined spirit of the German community as a whole and the lack of a definitely circumscribed goal. As a result, the schools generally reverted to the status they had had in 1932. The government did not intend to leave the schools in that status, but their plan was to use the old program as the foundation for a new one.¹

When the schools were re-opened, they functioned under extreme difficulties. A large percentage of the school buildings had been destroyed, there was a scarcity of materials, and there was a lack of qualified teachers who would accept the new aims of the schools.²

Instead of the Nazi aims of hatred, glorification of the Fuehrer, and the building of a militaristic spirit, the new aims were:

1. ...To engender in the children the reverence of God, respect for the dignity of man, and readiness to act for the benefit of the community and its members.
2. . . . [To educate the young] in the spirit of humaneness, of democracy, and liberty; to an attitude of tolerance and respect for the conviction of others; to love their native country and its people; to be imbued with the spirit of community of all nations, and of peace.

¹ Erich J. Hylla, and Friedrich O. Kegel, Education in Germany (Frankfurt a. Main: Hochschule für Internationale Pädagogische Forschung, 1954), p. 8.

² Ibid., pp. 9+37

3. . . .To educate the young morally, intellectually, and physically and to impart to them the knowledge and skills necessary for their future life and work.³

It is difficult to isolate the general curriculum in the schools of the Federal Republic because there are four different types of secondary schools with individual curricula. However, some characteristics seem to be common to all. Most of the schools provide religious instruction or allow time for it.⁴ An effort is being made in most of the schools to use the teaching of geography, history, and civics as a means to:

...awaken the social consciousness of the children with regard to the cooperative processes in the local community, the nation, and the family of nations; education for cooperative action, and development of, and practice in, cooperative techniques in the schools; exchange of correspondence, books, pictures, and tape-recordings with other schools at home and abroad.⁵

The other traditional subjects of physics, chemistry, mathematics, languages, and music are also being taught in the schools. The accent in most of these classes is on having the students learn the basic principles and application of the material for use in the students future vocational and professional life.⁶ Frequent excursions to places of technical interest are taken by classes in mathematics, physics, and chemistry.⁷ Foreign languages are usually introduced in the fifth or seventh school year and are never dropped. They are included in the final comprehensive examination in the high schools.⁸ The use of audio-visual

³ Ibid., p. 12. ⁴ Hylla, op. cit., p. 42. ⁵ Ibid., p. 59.

⁶ Ibid., pp. 19-23 passim. ⁷ Ibid., p. 59. ⁸ Ibid., p. 18.

aids to supplement the teacher's direct verbal instruction is slowly finding its way into all of the schools.⁹ The writer on many occasions spoke with German youngsters who were visiting the American classrooms in Germany. Each youngster showed a surprised interest in the informal methods used in the classrooms by both the American teacher and pupil. Upon questioning them, several were quick to state that their teachers were strict disciplinarians, very formal in their teaching, and very rarely were they allowed to question their teachers. In such a program, physical education plays a substantial part, but it is merely another course in the total curriculum.

AIM OF PHYSICAL EDUCATION

Since it is a phase of the total program of education, physical education aims for the same general goal that gives purpose to all learning experience in the school . . . the well rounded development of all children and youth as mature responsible citizens of the new republic. Sports and gymnastics are an essential part of general education through which good character, a healthy body, and freedom of movement can be developed.¹⁰ In order to give the youth of Germany a chance to re-build their disrupted lives, physical education is striving to instill in its pupils a new and open-minded spirit of fellowship and fair play. It is mandatory that the physical education instructors educate the pupils for citizenship. This is done in the gymnasium and on the playing field

⁹

Ibid., p. 59.

¹⁰

Diem, op. cit., p. 431.

where good sportsmanship and cooperative effort are stressed.¹¹

ORGANIZATION OF PHYSICAL EDUCATION CLASSES

The schools are run for 200 days, five days a week, from eight o'clock in the morning until one-thirty in the afternoon. Although there is no time allotted for a lunch period or study hall, the students have a ten minute break between each fifty minute class. Physical education classes, required of all students, meet two periods a week.¹²

Students attend the physical education class of their grade level, except those who have been retarded in subject matter, and who take physical education with their correct age group rather than their grade group. This exception is necessary because a student who has failed in two major subjects, has to repeat the work of the entire year even in subjects in which he may have excelled.¹³

The first ten minutes of class are devoted to warm up drills such as mass exercises and running. The last few minutes of the class are used for free play ... the students' only chance to express themselves freely. Classes are held for the full fifty minutes because students use the ten minute break in which to dress. As there are no locker and shower facilities available, the students dress wherever they can. All of the high schools require the students to furnish their own uniforms for physical education classes. However, as gym shoes are expensive,

¹¹

Personal communication and observation with Jan Ciolek, interpreter, Stuttgart, Germany.

¹²

Diem, p. 14 et. passim.

¹³

Ibid., p. 18.

students who can not afford them are allowed to use street shoes for outside activities, and generally go barefoot in the gymnasium.¹⁴

The school year throughout Germany, except in Bavaria, starts about the second week in April and continues until the third week in March.¹⁵

During the first three weeks of school, gymnastics are taught in most of the secondary school physical education classes. Gymnastics include an introduction to the parallel bars, and work on the horizontal bars, the horse, and the goat. There are also some tumbling stunts, and three men gymnast team formations. The size of the children determines whether they work on the horse or the goat, though everyone works on the parallel and horizontal bars.¹⁶

The next seven weeks of school are usually devoted to swimming. The swimming classes are generally held at the public pool during times set aside for them. Free style swimming, the breast stroke, the back stroke, and the medley are taught. Diving is not usually part of the curriculum. After six weeks of summer vacation, the physical education program is continued with a four and one-half week period devoted to track and field activities. Following track and field, three weeks of soccer, speedball, and handball [which is played with a volleyball], are practiced and played. Basketball can be found in many schools near United States military installations; however, it is usually played only

¹⁴

Ciolek, op. cit.

¹⁵

Hylla, op. cit., p. 11.

¹⁶

Ciolek, op. cit.

during the free play period rather than being given as an integral part of the lesson. Goals are also erected outside on the playgrounds, and a regulation Olympic standard ball is used.¹⁷

The importance placed on gymnastics and apparatus work can be seen from the allotment of six and eight more weeks of time to them, respectively, later in the school year. The time spent on the apparatus is devoted entirely to work on the horizontal and parallel bars, the horse and the goat. The major emphasis during this period is placed on poise, form, and movement.¹⁸

A student's grade is based on his ability, his attitude, his achievement, and his effort. The grades are "1" for best, "2" for good, "3" for better than average, "4" for fair, "5" for lower than average, and "6" for failure.¹⁹

The school year ends with a six-weeks period of team games. Soccer, because of its international interest, is stressed more than either speedball or handball. There are no leagues in the schools; however, inter-scholastic games of soccer are played through arrangements of the coaches.²⁰

The health services of the schools of the Federal Republic are adequate and compare favorably with those in the United States. Each child is given a thorough physical examination when he enters school and chest x-ray, and a dental examination yearly.²¹ Though the school physicians do not give the children any extensive medical treatment,

17

Ibid.

18

Ibid.

19

Ibid.

20

Ibid.

21

Hylla, op. cit., p. 58.

they do reserve the right to overrule the family physician's suggestions for limited participation in physical education classes.

NATIONAL COMPETITIONS AND CONTESTS

The preceding outline of activities is followed fairly consistently throughout Germany because many of the students take part in the National competitions in track and field events, gymnastics, and swimming. The purpose of the annual competitions is to afford the Ministry of Education an opportunity to stay well informed as to the increase or decrease of standards in the physical education program of the German schools.

No champions are named in these events, but the students receive proficiency points and certificates for the sports in which they excel. A certificate signed by the president of the German Sport Organization is presented to the individual who acquires a total of forty points. If a student acquires fifty-five points or more, he receives a certificate and a personal letter from the national "Bundes" president, Dr. Theodor Heuss. Aside from these certificates there is no acknowledgment given to the individual, the school, or the state.

In track and field each student must compete in five events and the total accumulation of points determines the best performer. It is somewhat comparable to our pentathlon. These events are composed of: the 100 meter dash, running broad jump and high jump, shot put, ball throw, and the 400 meter relay.²²

22

Ciolek, op. cit.

In swimming there is usually only one event, the fifty meter breast stroke. Points are awarded on both form and speed.

Gymnastics are composed of two areas of competition whereby the total accumulation of points again determines the best performance. Apparatus and mat work are the two areas of competition. The apparatus used by the student is the side horse, the horizontal bar, and the parallel bars, and one stunt must be performed on each. Mat work is composed of various tumbling techniques, and each boy must do all the listed exercises.²³

TRAINING OF TEACHERS

The basic training of the physical education teacher is the same as that of all of the secondary school teachers.²⁴ After eight semesters of study at a university or school of technology, the student, who is working toward a career as a secondary school teacher presents himself for his first examination, which usually takes up the greater part of another semester. This examination is used to ascertain the student's scholarly information and is given in two parts, oral and written. A thesis in the student's major field is also required at this time. When a student passes this examination, he is admitted to a two year period of in-service training. The student is assigned, successively, to two different schools where he has to observe an experienced teacher and do some supervised teaching. He is also required to attend weekly seminars where he must present papers on and discuss practical problems of

²³

Ibid.

²⁴

Hylla, op. cit., p. 52.

teaching. At the end of the two year period, the student must write another thesis and pass an examination in educational theory and the methods of teaching his subjects. He is also given two trial lessons in which to demonstrate his ability to teach. The passing of this examination qualifies the student to become a secondary school teacher. When he receives his appointment to a position, usually permanent, he receives a life certificate and becomes a "Studienratt" -- a fully qualified secondary school teacher of civil service status in the public schools.²⁵

The physical education teacher in the Federal Republic of Germany is no longer taught to teach physical education as a basic training for military service. Instead, he is taught to use physical education as a "school for democracy."²⁶ To quote Dr. Carl Diem, Director of the Physical Educational College, Cologne University:

Sports for us represent the poetry of the body, a return to the purely human, a striving after self-discipline and self-perfection. Therein to grow ripe is the goal of German physical education.²⁷

²⁵

Ibid., p. 53.

²⁶

Diem, op. cit., p. 430.

²⁷

Ibid.

CHAPTER V

SUMMARY

This study has found that physical education played a great part in the ideological training of German youth during both the National Socialist era and the present era of the Federal Republic.

Through physical education the National Socialists were able to indoctrinate many German youths with Nazi ideology. The aim of the Nazis was to produce good soldiers, soldiers who were saturated with Party ideology and the desire to die for the Fuehrer.

School was taught six days a week with five hours a week devoted to physical education.

History was used to teach examples of heroic courage of the great men in German history. Biology stressed racial purity and racial superiority. Geography was the study of lands to be conquered. Mathematics was composed of calculation and mapping. Physics taught the principles of shooting, throwing, telephone and telegraph, while chemistry prepared the student in defense of poisonous gas. Music was made up of martial music and party songs.

Every physical education class started and ended with the salutation "Heil Hitler". The main thesis of the Richtlinien¹ seems to be that students should be made fit for military service. Along with a well-developed body, the Nazis wanted the students to develop a consciousness of belonging to a certain race, a spirit of mental and physical hardness, and a spirit of courage. Aggressiveness was fostered in the classes in

1

Richtlinien für die Leibeserziehung in Jungenschulen (Berlin: Weidmannsche Verlagsbuchhandlung, 1937).

physical education by the emphasis placed on combatives and competition.

Grading of students in physical education was done by grading achievements in prescribed exercises and personality rating. The school physician was often consulted before grading a youngster whose performance appeared to be below expectations.

Contests took place as festivals of one or more schools. Soccer, the national sport in Germany was the most popular of all contests.

The Nazis accentuated race superiority, a militaristic spirit, and the party before the individual. Therefore, the teachers in the Nazis schools did not need to have an extensive knowledge of the fundamental principles of physical education. They needed only to be well-versed in Nazi ideology and to have some knowledge of physical training. The appointment of teachers was made more on the basis of party loyalty than on that of professional training.

Though the physical education teachers under the National Socialists had a less intensive training than the teachers in the Federal Republic, the National Socialists devoted more time and emphasis to physical education in the schools.

Today the Federal Republic of Germany is trying to use physical education as a means of preparing students for life in a democracy. The objective of the educational program in the schools of Germany is to produce mature citizens, citizens who are strong in body and who are able to take a responsible place in a democratic society.

The curriculum is the same as that of the National Socialists; however, in the Federal Republic subject matter is taught to the student as a preparation for usage in vocational and professional life.

Physical education is just another course in the curriculum.

Children attend school five days a week and only two hours a week are devoted to physical education. The physical education class period starts with warm up drills and ends with free play. Games, gymnastics, swimming, and track and field events make up the physical education curriculum.

National competitions are held during the summer months with students competing in swimming, track and field, and gymnastics. There are no winners, but students receive certificates of recognition which is based upon a point system. There are no leagues in the schools; however, inter-scholastic games of soccer are played through arrangements of the coaches.

In grading the student in the Federal Republic consideration is given to individual differences. The marking system is based upon ability, attitude, achievement, and effort.

Because the Federal Republic believes in educating the youth of Germany in a spirit of humaneness, individual dignity and worth, and democracy through physical education, it has restored the program of teacher training designed to give the teacher command of the whole range of physical education.

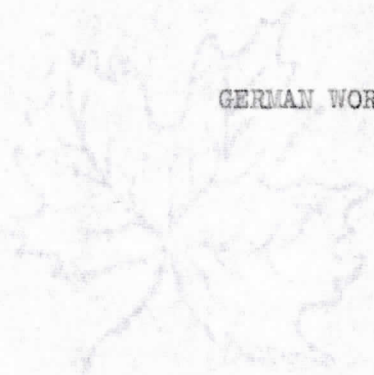
In the training of teachers eight semesters of study are required. At the end of the eighth semester an exam is given and a thesis must be written. Upon acceptance of the thesis, two years of practice teaching are required. During this period the practice teacher is required to

attend a weekly seminar. When the two years of practice teaching are completed, a final exam is given and another thesis must be written. The student is then ready to enter the teaching profession.

Recommendations. Several questions and problems for further study have arisen in the process of work on this thesis.

1. What type of training was given to elementary school children in Nazi Germany?
2. How do the high school physical education programs for girls in the Federal Republic of Germany compare with the high school physical education program for girls during the National Socialists era?
3. What are the feelings of the youth of Germany who were trained under both of these systems as to the value and satisfaction of each?

GERMAN WORDS



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GERMAN WORDS

Bundes--National government

Gelandesport--Military maneuvers

Hitler Jugend--Hitler Youth

Reich--Empire, Germany from 1871 to 1919, and empire; 1919 to 1933,
a federated republic; 1933 to 1945, a Fascist totalitarian state;
1945 to present day, a federated republic.

Reichbund fur Leibesubungen--Nazi National League for Physical Education

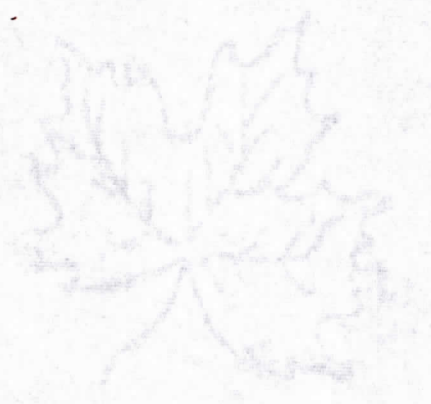
Reichsportkommissar--Nazi Sports Commissioner

Studienratt--Practice teacher

Turnen--Do gymnastics

Turnplatz--Gymnasium

Volk--People, Nation



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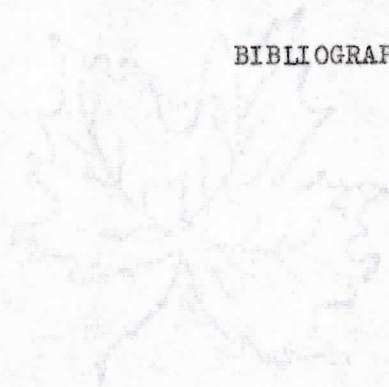
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